
SECTION 1: GETTING PARTNERSHIP READY

Are you ready to devote the time, skills, and resources needed for a successful partnership? This section will provide tools to guide you through five steps to partnership readiness:

1. Assess your readiness to partner
 2. Identify what type of partnership to pursue
 3. Learn more about potential partner schools and communities
 4. Prepare for your first partner meeting
 5. Document and formalize your commitments
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1. ASSESS YOUR READINESS TO PARTNER

Are you ready to partner? Partnerships require time and resources, so it is important that partners have given some thought to the potential benefits and challenges of partnership, and to their school or organization's capacity and willingness to invest. Use these tools to reflect on your school or organization's partnership strengths and opportunities for growth:

[Guiding Questions for a Partnership-Ready School:](#) This document will help principals and school leadership teams reflect on their readiness to partner and the current partnership climate at their school ([Tool 1.1.A.](#))

[Guiding Questions for a Partnership-Ready Organization:](#) This document will help organizations reflect on their readiness to partner and the current partnership climate at their agency ([Tool 1.1.B.](#))

2. IDENTIFY WHAT TYPE OF PARTNERSHIP TO PURSUE

What type of partnership should you pursue? Just as every child needs a broad range of experiences to thrive, every thriving partnership ecosystem needs a variety of different types of partners. As described in the introduction to this toolkit, there are three main types of partners. *Cooperative* partners operate autonomously, but may share one or more goals with the school. *Collaborative* partners share school goals, and periodically discuss with school partners the ways they are helping to accomplish shared goals. *Integrated* partners work closely with school partners to accomplish shared goals, and participate in planning and decision-making at their school site. Use this tool to determine what type of partnership you should pursue:

[Partnership Type Identification Tool:](#) This self-assessment checklist describes the major characteristics of different types of partnerships. New partners can use this tool at the beginning to reflect on their organizational capacity and on the services they provide, and to decide which type of partnership to pursue. ([Tool 1.2.A.](#))

3. LEARN ABOUT POTENTIAL PARTNER SCHOOLS AND COMMUNITIES

Whether you are a school or a partner organization, learning about students and their communities is a vital step to planning for partnership. By researching the community's needs, resources, strengths, history, and culture, school and organization leaders can better understand the context from which students come. Understanding the goals of the school can help partners assess whether a partnership will be a good fit. Documenting existing resources is important, as this will show what is already working, prevent overlap in services, and assist with identifying gaps. Use these tip sheets and tools as guides to your research:

[Tip Sheet for Conducting a Community Assessment](#): Depending on how much time you have, the resources you have available, and how thorough you'd like to be, there are many ways to conduct a community assessment. This list describes resources that will help you gather information about your target community. ([Tool 1.3.A.](#))

[Tip Sheet for Understanding School and Student Needs](#): This tip sheet summarizes some basic data sources you can use to research the strengths and challenges that students may face at your target school. You can also use many of the resources presented here to help you identify a school that might be a fit for the services you provide. ([Tool 1.3.B.](#))

[Leveraging Partnerships through Expanded Learning Opportunities](#): This brief provides school leaders with a quick description of the philosophy behind expanded learning opportunities. It summarizes the key features of high-quality programs and their benefits for students. ([Tool 1.3.C.](#))

[Tip Sheet for Using the Youth Program Directory \(YPD\)](#): Knowing about the options available in the community can help principals, site coordinators, and others to find programs that match students' needs and interests. This guide introduces King County's Youth Program Directory (<http://www.youthprogramdirectory.org>) and provides usage tips. ([Tool 1.3.D.](#))

[School Partner Programs Inventory](#): Use this tool to generate a complete list of programs that are currently operating at a school site (or serving a school's students off site). This can be helpful in understanding where there may be gaps. ([Tool 1.3.E.](#))

4. PREPARE FOR YOUR FIRST PARTNER MEETING

Now that you have done your research, you are ready to approach the school or organization you have identified as a potential partner. Here are tools that will help you prepare for a productive initial meeting.

[Tip Sheet for Initial Partnership Meeting](#): This checklist compiles tips and questions for both school site and partner organization to consider for the initial meeting. Review the list beforehand and use the questions provided to keep the meeting on track. ([Tool 1.4.A.](#))

[Partnership Proposal Planning Worksheet for Partner Organization](#): How do you draft a partnership plan to propose to a school? This is another way to prepare for an initial meeting with school sites. This worksheet helps organizations answer essential questions before meeting with schools. ([Tool 1.4.B.](#))

5. DOCUMENT AND FORMALIZE COMMITMENTS

Documenting your agreements and commitments are important steps not only at the onset of your partnership, but throughout the whole partnership journey as well. Creating a Memorandum of Understanding or a Letter of Agreement is a way to not only track your agreements, but a way to formalize your partnership and hold each other accountable during the process. Be sure to take notes during meetings, document each partner's roles and responsibilities, and update your MOUs routinely.

[Tip Sheet for Developing a Memorandum of Understanding \(MOU\)](#): A memorandum of understanding (MOU or MoU) is a formal agreement between two or more parties. MOUs are not legally binding but they imply mutual obligation, and are preferable to informal agreements. Use this tip sheet to learn more about what to include in an MOU ([Tool 1.5.A](#))

LOCAL SPOTLIGHT

HOW DOES A COMMUNITY ORGANIZATION APPROACH A SCHOOL TO PARTNER?

It starts with trust and relationships. The steps in this guide are great building blocks for partnerships. However, those with experience know that when all is said and done, taking the time to build relationships and become part of the community is the glue that keeps everything together.

Nate Robinson, Tukwila Parks & Recreation Director, established a routine over the past couple of years of regularly going to Foster High School to connect with the community there. Robinson prides himself on the relationships that he has built and maintained, but talks about how he doesn't believe in "forcing relationships". Instead, he believes in "saying what I'm going to do, and doing what I say" and then "let[s] the reputation work for me." For Nate, this work started by building relationships with the kids. He believes this work requires patience and consistency. For him, that meant making himself present during school lunch periods and connecting with students individually. That eventually led to more student interest in the resources that Tukwila Parks and Recreation had to offer. Equally important, Robinson has built a trusting relationship with the school leaders, teachers, and support staff who have come to view Nate and Parks and Recreation as an asset to the school and its students. Nate is well known and according to Tukwila High School Principal Pat Larson, is considered "a part of the community" at Foster.

GUIDING QUESTIONS- PARTNERSHIP READY SCHOOL

This checklist will help principals and school leadership teams reflect on their readiness to partner and the current partnership climate at their school. Review and discuss with your team the questions below. Pay attention to areas that need clarification or further development before entering into new partnerships. At the end of this discussion, you should be clear on why and how partnerships fit into the school's system.

THE RATIONALE: WHY PARTNERSHIPS?

- Why are we investing in partnerships? Why are they important to our school community?
- What are our school's priorities and goals? What are our existing strengths and what are the gaps?
- What is the mission/vision of our school and how can partners help us achieve that mission/vision?

WHAT IS THE CURRENT STATE OF PARTNERSHIPS AT OUR SCHOOL?

- What partners are already in the school?
- Currently, how are partnerships going at our school? What are the strengths of these partnerships and what are the challenges?

WHAT OPERATIONAL STRUCTURES CAN WE BUILD TO SUPPORT THIS WORK?

- Do we have a central point of contact for community partners at our school?
- If not, how can we create this site coordination role or process?
- Are there any current partners that have the interest and capacity to fill this role?
- Are we able to identify a person on staff or volunteer that can do this job or can we create a position or team?
- Does our school have the capacity, time, and resources to pursue and develop school partnership(s)?

HOW DO WE CREATE A SCHOOL CULTURE THAT PROMOTES PARTNERSHIPS?

- What can the school offer to make sure that the partnership is a good one? (expertise, professional development, space, equipment, time, data analysis)
- What are our assumptions of what a partner should do in the school or how a partner should act? How can we communicate this?
- Do we have a structure in place to check in with partners to ensure they have the information and resources they need to successfully service our students?
- What must we have in a partnership to make it worthwhile?
- Is our principal and/or leadership team willing to commit to working on the three elements of a partnership ecosystem: shared vision and leadership; aligned, responsive implementation; and shared accountability for success?

GUIDING QUESTIONS- PARTNERSHIP READY ORGANIZATION

This checklist will help organizational leadership teams reflect on their readiness to partner and the current partnership climate at their organization. Review and discuss with your team the questions below. Pay attention to areas that need clarification or further development before entering into new partnerships. At the end of this discussion, you should be clear on why and how partnerships fit into your organization's work.

THE RATIONALE: WHY PARTNERSHIPS?

- Why are we investing in partnerships with schools/districts?
- What are our organization's goals? How could school partnerships help us meet them?
- What is our organization's mission/vision and how does partnering with this school/district help us achieve the mission/vision?

WHAT IS OUR PARTNERSHIP TRACK RECORD IN THE COMMUNITY?

- Do we have any current partnerships in the community or with other schools?
- What are the strengths of these partnerships? What are the challenges?

WHAT OPERATIONAL STRUCTURES CAN WE BUILD TO SUPPORT THIS WORK?

- Do we have someone that can represent our organization in the process of identifying and coordinating a partnership with the school?
- Does this person have the capacity and skills to manage the partnership and will they have the support of the organization?

HOW DO WE CREATE AN ORGANIZATIONAL CULTURE THAT PROMOTES PARTNERSHIPS?

- What can the organization offer or do to make sure that the partnership is a good one? (expertise, professional development, space, equipment, time, data analysis)
- What are our assumptions about what a school should do as a partner? How can we communicate this to schools to ensure we are on the same page?
- Do we have a structure in place to routinely check in with the school to ensure we have the information and resources we need to successfully serve the students?
- What must we have in this partnership to make it worthwhile?
- Are we willing to commit to working on the three elements of a partnership ecosystem: shared vision and leadership; aligned, responsive implementation; and shared accountability for success?

PARTNERSHIP TYPE IDENTIFICATION CHECKLIST¹

This checklist will help partner organizations decide what type of partnership they are interested in and what they have the capacity for. Based on selected indicators, you can identify which category best describes your potential partnership. You may find that you check off boxes in multiple columns. No partnership fits neatly in a single category. To determine which category is the best fit, choose the column where you have checked the most boxes. This allows you to prepare for and to begin a conversation with school leadership or site coordinator.

Domains	Cooperative	Collaborative	Integrated
SHARED VISION AND LEADERSHIP	<input type="checkbox"/> Partner goals are pre-determined by agency, and at least one is aligned with school vision. <input type="checkbox"/> Partner and school leadership decide on the parameters of the site agreement and then, operate with autonomy.	<input type="checkbox"/> Partner is involved to some degree in the school site planning process, and partner and site goals are aligned. <input type="checkbox"/> Partner communicates with school leadership about decisions and gives/takes input, but the final say rests with either the partner org. or school.	<input type="checkbox"/> Partner plays a significant role in the site planning process. Partner and school leadership share responsibility for implementing the shared vision, along with other site partners <input type="checkbox"/> Partner and school make decisions collaboratively. Each leads or co-leads a cross-agency school leadership body.
ALIGNED, RESPONSIVE IMPLEMENTATION	<input type="checkbox"/> Partner has a set program that is not generally adaptable but it appropriate for an identified need at the school.	<input type="checkbox"/> Partner and school leadership meet at least twice a year and incorporate feedback on unmet needs. Outreach is targeted mid-year if needed. <input type="checkbox"/> Partner is invited by school site to core and program-relevant committees as needed.	<input type="checkbox"/> Partner is part of core school committees and joins program-relevant committees as needs outside program hours. <input type="checkbox"/> Partner works closely with the school so that strategies are complimentary and impact top priorities or needs.
SHARED ACCOUNTABILITY FOR SUCCESS	<input type="checkbox"/> Partner collects and provides general participation data. The school gives partner basic information on participants. <input type="checkbox"/> Partner brings some in-kind resources in order to implement our programming.	<input type="checkbox"/> Partner and school discuss role and strategies for impacting site outcomes or needs. <input type="checkbox"/> School gives partner data on participants, trends, and disparities. Partner collects and provides data to support equity efforts. <input type="checkbox"/> Partner provides in-kind resources beyond the contract.	<input type="checkbox"/> Partner collects, analyzes, and shares participation and assessment data. Partner and school are part of teams where data trends are being discussed regularly and support equity efforts. <input type="checkbox"/> Partner provides direct services and in-kind resources beyond contract. Partner works with the school on resource allocation.

¹ Adapted from Oakland Unified School District, Community Partner Identification Tool, Retrieved from <http://www.ousd.org/Page/11101>

TIP SHEET: CONDUCTING A COMMUNITY ASSESSMENT

A community assessment should seek to understand both the community's needs and its assets. There are a variety of ways to collect this information. The method(s) you choose will depend upon your capacity and how thorough you would like to be. Whether you are a school leader or a community organization, taking stock of community needs, resources, strengths, history, and culture is an important step in deciding which partnerships you should pursue.

While there are many different ways to conduct a community assessment, the Office of Community Services (2012) identified the following six steps as key components of the process:²

1. Define your scope. Narrow down the questions you want answered.
2. Do the assessment alone or collaborate with other schools or community organizations.
3. Collect data. Start with secondary source data (data that has already been collected). Follow up with primary source data (data that you collect) as needed.
4. Determine key findings.
5. Set priorities and create an action plan.
6. Share your findings.

Below is a quick catalog of methods and sources to help with the data collection portion of this process (steps 1 through 3).

SECONDARY DATA SOURCES:

Community Profile Websites: These sites are good places to start to learn more about the demographics of your community. Both allow you to access data at the city, county, or zip code level:

- **US Census Bureau:** <http://factfinder.census.gov/>
- **Kids Count Data Center:** <http://datacenter.kidscount.org/>

District and School Profile Websites: Youth-serving organizations can start at these sites to identify which schools could be potential partners. It is also a good idea to go directly to the district or school website to see current opportunities and information on policies and procedures.

- **The National Center for Education Statistics** allows you to generate a list of schools by city or by zip code at <http://nces.ed.gov/globallocator/>

² Office of Community Services. (2012). CCF/SCF tools conducting a community assessment. Retrieved from <http://www.acf.hhs.gov/programs/ocs/resource/conducting-a-community-assessment1#needsandassets>

- **The Office of Superintendent of Public Instruction** provides a wealth of data that includes school report cards and district maps for public schools in Washington State at <http://www.k12.wa.us/>

Youth Program Directory (<http://youthprogramdirectory.org/>): Schools can peruse this online directory of youth-serving organizations in King County and find a list of programs and services available in their community (see our one-page guide to the Youth Program Directory for more information on this resource).

PRIMARY DATA STRATEGIES:

Cultural considerations should be taken into account when collecting primary data. As the Washington State Office of the Superintendent of Public Instruction points out:

As student demographics become increasingly diverse, schools should be increasingly adept at reaching out to people, organizations, and agencies that reflect the varied ethnic and cultural aspects of their school and community. Outreach strategies familiar to the White, dominant culture may not be effective in these communities.³

The **City of Seattle Office for Civil Rights** (2012) presented six essential strategies for inclusive engagement

1. Build personal relationships with target population.
2. Create a welcoming atmosphere.
3. Increase accessibility.
4. Develop alternative methods for engagement.
5. Maintain a presence within the community.
6. Partner with diverse organizations and agencies.⁴

Below are some guidelines and examples:

Surveys- Surveys are an efficient way to capture information from a large group of people. When designing a survey, it is a good idea to pre-test questions with an audience similar to your target audience. Here are some examples of community surveys used by others:

- **Community Strengths and Needs Survey (from the Coalition of Community Schools):**
http://www.communityschools.org/assets/1/AssetManager/COMM_STR_NEEDS_assessment_pdf.pdf
- **Road Map Family Engagement Survey (from the University of Washington):**
<https://education.uw.edu/unassigned/2015-users-guide-road-map-family-engagement-survey-data-inquiry-equitable-collaboration>

³ Washington State Office of Superintendent of Public Instruction. Strengthening Student Outcomes (July 2015). Retrieved from <http://www.k12.wa.us/SSEO/pubdocs/RedDisruptBehaviorMenuBestPracticesStrategies2015.pdf>

⁴ Seattle Office of Civil Rights. Inclusive Outreach and Public Engagement Guide (April 2009). Retrieved from <http://www.seattle.gov/Documents/Departments/RSJI/GRE/IOPeGuide01-11-12.pdf>

Focus Groups- Focus groups can be a good way to get unstructured, in-depth information from a smaller number of people. Focus groups give you the opportunity to meet face-to-face and ask follow-up questions. You can conduct focus groups with youth, families, community members, or current or potential service providers. More information can be found at:

- **Community Toolbox: Assessing Community Needs and Resources:** <http://ctb.ku.edu/en/table-of-contents/assessment/assessing-community-needs-and-resources/conduct-focus-groups/main>
- **Needs Assessment Focus Group Toolkit:** <http://www.socialent.com/wp-content/uploads/2009/05/needs-assessment-focus-group-toolkit.pdf>

Interviews- Interviews with key stakeholders in the community can be a great way to learn more about what is needed and shows a genuine interest in getting to know the community. These can be conducted by phone or in-person. Think about people in your community that could be key informants. These might be local leaders such as city council members, faith-based leaders, directors of local non-profits, school officials, PTA leaders, or other high-profile individuals representing your constituents.

- Sample script for beginning a key informant interview:

“Hello, good morning/afternoon! My name is [your name]. I work with the [name of organization]. We are developing a community program on [name topic]. We are in the process of getting to know the community and its leaders so that we can establish community partnerships. Your name was given to us by [name of referring community leader] because you’re a key community leader. I’d like to briefly ask you questions about your community, describe the project, get your thoughts on it and find out if you are interested in working with us. Also, if you can suggest other people who might want to get involved, that would be appreciated. Is this a good time? [If yes, continue. If not, arrange for a follow up face-to-face meeting or conference call].⁵

Program Inventory: Taking stock of the existing programs or services at your school or community is an excellent way to pinpoint any gaps in available programs and services.

- **School Partner Programs and Services Inventory** (<http://www.ydekc.org/wp-content/uploads/2015/11/School-Partner-Programs-Inventory.pdf>): Partnership coordinators can use this grid to create an inventory of programs and services currently available at their school site.
- **Youth Program Directory** (<http://youthprogramdirectory.org/>): Schools can peruse this online directory of youth-serving organizations in King County and find a list of programs and services available in their school or in the broader community. Youth organizations can also use this site to find out what other partners are at their desired school site.

⁵Giachello AL, author; Ashton D, Kyler P, Rodriguez ES, Shanker R, Umemoto A, eds. 2007. Making Community Partnerships Work: A Toolkit. White Plains, NY: March of Dimes Foundation. Retrieved from <http://www.aapcho.org/wp/wp-content/uploads/2012/02/Giachello-MakingCommunityPartnershipsWorkToolkit.pdf>

TIP SHEET – UNDERSTANDING SCHOOL AND STUDENT NEEDS

In order to have the most productive conversation possible with a school partner – or potential partner – it is important to come in with a general understanding of the needs of students in the school. Many partners already have this understanding based on their experience in the community. Others can and should consult a few basic information sources to familiarize themselves with the particular context in which they are working, or hoping to work. This document provides a brief introduction to useful sources of information.

GENERAL INFORMATION

The following kinds of information are publicly available online, and may be worth consulting prior to approaching a school or school district (see *Appendix for a Summary of Common Academic Data Types*)

STUDENT DEMOGRAPHICS:

Student demographics are often available on school district website on a school-by-school basis. Demographic information for students in Washington State public schools is also available at the state, district, and school level through the Office of the Superintendent of Public Instruction. [OSPI's school report cards](#) show student gender, race and ethnicity, and participation in special programs such as special education or free and reduced-price meals.

Select a year: 2014-15

Student Demographics		
Enrollment		
October 2014 Student Count		1,075,107
May 2015 Student Count		1,070,756
Gender (October 2014)		
Male	554,168	51.5%
Female	520,939	48.5%
Race/Ethnicity (October 2014)		
Hispanic / Latino of any race(s)	233,616	21.7%
American Indian / Alaskan Native	16,221	1.5%
Asian	77,421	7.2%
Black / African American	48,248	4.5%
Native Hawaiian / Other Pacific Islander	10,680	1.0%
White	612,625	57.0%
Two or More Races	76,274	7.1%
Special Programs		
Free or Reduced-Price Meals (May 2015)	482,024	45.0%
Special Education (May 2015)	143,304	13.4%
Transitional Bilingual (May 2015)	111,325	10.4%
Migrant (May 2015)	19,909	1.9%
Section 504 (May 2015)	28,937	2.7%
Foster Care (May 2015)	8,612	0.8%

STUDENT PERFORMANCE:

OSPI’s school report cards also show basic student performance data (i.e. high school graduation rates and aggregate results on State-mandated standardized tests). Use the “Compare my school” feature to quickly see the performance of and individual schools compared to state or district averages, or to other schools.

>Washington State Tools: Compare My School

Compare My School

This page best printed in "landscape" mode
 Click "go" to add the district or school to the comparison. Click "Search" to search for a district or school on specific criteria.

School or District 1	School or District 2	School or District 3
Search Remove District: Kent School District <input type="button" value="go"/> School: (Select) <input type="button" value="go"/>	Search Remove District: Kent School District <input type="button" value="go"/> School: Kentridge High School <input type="button" value="go"/>	Search Remove District: Kent School District <input type="button" value="go"/> School: Kentwood High School <input type="button" value="go"/>
Kent School District	Kentridge High School	Kentwood High School
Puget Sound Educational Service District 121 12033 SE 256TH ST KENT, 98031	Kent School District 12430 SE 208th ST Kent, 98031	Kent School District 25800 164th Ave SE Covington, 98042

Additional student performance measures may be published by the school district itself. The Seattle Public Schools, for example, publish their own [school reports](#) that include student growth measures, data from school climate surveys, and student mobility rates.

SCHOOL CLIMATE:

Most schools administer a climate survey to students, staff, and/or parents. If these results are posted on school websites, they can provide rich information on the ways stakeholders perceive the learning environment. Climate surveys typically include questions about safety, student behavior, peer relationships, teacher and/or principal effectiveness, and the extent to which students and parents feel a sense of belonging in the school building.

HEALTH AND WELLNESS:

Information on the health and wellness of students in your target school may not be readily available. While Washington’s Healthy Youth Survey (administered every two years to 6th, 8th, 10th, and 12th graders) documents everything from substance abuse to bullying to school engagement, its results are not publicly reported at the school or district level.⁶ It still may be worth your while as a partner to look at the Healthy Youth Survey’s results to identify trends or to ask informed questions of a potential school partner.

INFORMATION ON SCHOOL AND DISTRICT PRIORITIES

In addition to the general information described above, many schools and school districts will provide information on their strategic priorities on their websites. If partners and potential partners can equip themselves with information on these priorities, it can help them to better understand the ways that their agencies can contribute to furthering the school’s or district’s goals.

⁶ For more information on the Healthy Youth Survey, or to see statewide results, visit <http://www.doh.wa.gov/DataandStatisticalReports/DataSystems/HealthyYouthSurvey>

MISSION AND VISION STATEMENTS:

School districts and individual schools may have mission and vision statements that guide their work. These are normally posted on websites and documents. Bear in mind that how *visible* a school's mission or vision statement is may be an indication of the extent to which it provides (or does not provide) direction to the institution's work.

STRATEGIC PLANS:

District strategic plans are often posted on school and district websites. In the Road Map region, most districts have posted their current strategic plan, and many acknowledge family and community partnerships as a key strategic priority. You can find information on Road Map districts' strategic plans or planning processes at:

- [Auburn School District Strategic Plan, 2013-2016](#)
- [Federal Way School District Strategic Planning Initiative](#)
- [Highline School District Information](#)
- [Kent School District Strategic Plan](#)
- [Renton School District Continuous District Improvement Goals](#)
- [Seattle School District Strategic Plan](#)
- [Tukwila School District Strategic Plan](#)

At the school level, strategic planning processes vary. You might find school strategic plans posted on school or district websites. For example, Continuous School Improvement Plans (CSIPs) for all Seattle schools can be found on the [school district website](#). These spell out each school's goals for the coming year, and often specify the ways that partners can assist with these goals.

APPENDIX: SUMMARY OF COMMON ACADEMIC DATA TYPES

DATA ABOUT SCHOOLS OR DISTRICTS

Student Demographics (aggregate): Race/ethnicity, Special program participation, and gender are available by school or district from OSPI.⁷ Districts may also collect data on students’ living arrangements and home languages, but do not always report these consistently.

Attendance (aggregate): Average daily attendance and/or early warning-type data (attendance, behavior, and course performance) are often reported by districts. Unexcused absence rates are available from OSPI.

Performance (aggregate): State assessment data (MSP/HSPE/EOC Exams) is available from OSPI. Growth measures (e.g. “% making typical growth”) are sometimes available).

Discipline (aggregate): District-level discipline data is available from OSPI.

Teacher/Staffing Information: Number of teachers, years of experience, education, and “highly qualified” designation available at the school and district level through OSPI.

Climate/Culture Information: Student, staff, and/or parent survey results are sometimes available from districts.

Graduation/Postsecondary Enrollment (aggregate): 4- and 5-year cohort graduation rates are available through OSPI; College enrollment information is available through ERDC.⁸

DATA ABOUT STUDENTS*

Student Demographics (individual): Race/ethnicity, special program participation (usually *not* Free and Reduced-Price Lunch eligibility), home language, and living arrangement are often available from school districts.

Attendance (individual): A log of absences from classes, or from full days (sometimes with reasons), is collected by schools regularly, with summary data available at the end of term. Attendance data is not necessarily consistent between schools and districts.

Performance (individual): State assessment data (grades 3-12) available from districts; other district assessment results are sometimes available. Grades (current, interim, and/or final) are often available. Growth measures (e.g. “growth percentile”) are sometimes available.

Discipline (individual): Disciplinary incidents and actions taken may be available from districts.

Coursework: Courses in which students are enrolled and their completion/performance status may be available from districts.

***NOTE:** The data types above are the ones that are routinely captured and stored in district data systems; other data may be available from teachers or through student/parent portals (e.g. The Source in Seattle). *All* identifiable information about students is typically available only with parent permission and an active Data Sharing Agreement.

⁷ Washington State Office of the Superintendent of Public Instruction, <http://www.k12.wa.us/>

⁸ Education Research and Data Center, <http://www.erd.c.wa.gov/data/>

LEVERAGING PARTNERSHIPS THROUGH HIGH-QUALITY EXPANDED LEARNING OPPORTUNITIES

Excerpted from *Skills and Dispositions that Support Youth Success in School, Part 2: Strategies for Building Motivation, Engagement and 21st Century Skills*

Expanded Learning Opportunities (ELOs) are structured, intentional, and creative learning experiences that occur outside the traditional school day. ELOs build linkages with schools to align in-school and out-of-school learning. High-quality ELOs provide enriching experiences for youth with activities that both supplement and complement classroom-based instruction.⁹ Research shows that high-quality ELOs play a critical role in the healthy development and educational achievement of young people.¹⁰

Across the nation, conventional thinking about when, where, and how kids learn is changing. Poor academic outcomes and widening achievement gaps have led to a growing realization that schools cannot produce results for young people in isolation. High-quality ELOs bridge school and out-of-school experiences through aligned content and partnerships with school staff to enhance student learning.

The Statewide Youth Program Quality Standards released in April 2014 by School's Out Washington provide standards of quality for ELO programs, and recommends aligned tool to assess the quality of programs.

HOW IT WORKS

ELOs are typically provided by child and youth development professionals before, during and after school, and in the summer. They offer a range of enrichment and learning activities in various subjects including arts, civic engagement, service learning and STEM (science, technology, engineering and math). They also build competencies for career readiness, including 21st-Century Skills and global citizenship.

The theory that drives ELOs is that additional time in a non-traditional learning environment fosters positive developmental experiences for youth. ELOs offer academic support, promote deeper learning, and cultivate academic mindsets through highly engaging activities linked to, but distinct from, school-day experiences. When out-of-school time programming is directly tied to academic content, youth are able to draw real and fruitful connections from out-of-school time programming and the classroom experience. This translates to improvement in content knowledge, grades, and educational success.

CHARACTERISTICS OF HIGH-QUALITY EXPANDED LEARNING OPPORTUNITIES

High-quality ELOs can provide a range of program experiences, but all share a number of common features. These include:

⁹ School's Out Washington. (n.d.) Supporting student success. The S3 initiative: Expanded learning opportunities. Seattle, WA (Amanda Thomas). Policy Brief Retrieved from http://www.schoolsoutwashington.org/UserFiles/File/ELO%20Brief_GENERAL.pdf

¹⁰ Little, P. M. (2009). Supporting student outcomes through expanded learning opportunities. Enhancing school reform through expanded learning. Naperville, IL: Learning Point Associates, pp. 9-20. Retrieved from <http://www.learningpt.org/pdfs/EnhancingSchoolReformthroughExpandedLearning.pdf>

- **Structure and Supervision:** Particularly for school-aged children, structure and supervision are key components of effective programs. In the *Study of Promising Afterschool Programs*, children who were in structured, well-supervised afterschool programs did better than their less supervised peers on a range of social, behavioral, and academic outcomes.¹¹
- **Supportive Relationships:** Supportive relationships with adults and peers are a critical component of high-quality ELOs. The quality of relationships increases program engagement, and provides a safe space for skill development.
- **Intentional Skill-Building:** A recent meta-analysis found that programs that use a sequenced, active, focused, and explicit approach to skill-building produce academic and social gains for youth and reduce problem behaviors.¹² The kinds of skills addressed by ELOs can be anything from organizing and studying techniques to self-management and collaboration.
- **Alignment with School-Day Learning:** While ELOs should not replicate the school-day experience, alignment with school-day learning is key to achieving academic outcomes. The National Council of State School Officers encourages ELO providers to draw implicit and explicit connections to the Common Core State Standards as these are adopted.¹³
- **Engaging Activities:** Engaging activities are a key feature of high-quality ELOs. High-quality program settings provide a context that is particularly well suited to building skills because they provide youth with interesting, challenging experiences that capture their effort and attention.

HOW ELOS IMPACT THE OPPORTUNITY GAP

Children of color and children from low-income homes often enter kindergarten less prepared than their white middle-class counterparts. This gap in preparation leads to a gap in academic performance that widens throughout childhood and adolescence. This widening is partly due to the gap in access to out-of-school-time activities. Over the last 40 years, high-income parents have increased the amount they spend on their kids' enrichment, like tutoring and extracurricular activities, by \$5,300 a year. The financially stressed lower classes have only been able to increase their investment by \$480, adjusted for inflation.¹⁴ Providing equitable access to expanded learning opportunities for lower-income young people is a critical responsibility of our communities to ensure the opportunity gap does not continue to widen. One recent study found that consistent participation in afterschool programs during elementary school eliminated the income-based achievement gap in math by 5th grade.¹⁵

Summer "learning loss" is a significant problem. The average student loses about one month of academic content over the summer, and low-income children are more strongly affected. It is estimated that cumulative summer learning loss

¹¹ Vandell, D. L., Reisner, E. & Pierce, K. (2007). Outcomes linked to high-quality afterschool programs: Longitudinal findings from the study of promising afterschool programs. Irvine, CA: University of California & Washington, DC: Policy Studies Associates. Retrieved from <http://www.education.uci.edu/childcare/pdf/afterschool/PP%20Longitudinal%20Findings%20Final%20Report.pdf>

¹² Durlak, J. A. & Weissberg, R. P. (2007). Full Report: The impact of after-school programs that promote personal and social skills. Chicago, IL: Collaborative for Academic, Social, and Emotional Learning. Retrieved from: <http://www.casel.org/library>

¹³ Plattner, L. (2011). Connecting High-Quality Expanded Learning Opportunities and the Common Core State Standards to Advance Student Success. Council of Chief State School Officers. Retrieved from <http://files.eric.ed.gov/fulltext/ED543311.pdf>

¹⁴ Brooks, D. (2012, July 9). The opportunity gap. *The New York Times*. Retrieved from http://www.nytimes.com/2012/07/10/opinion/brooks-the-opportunity-gap.html?_r=0

¹⁵ Pierce, K. M., Auger, A. & Vandell, D. L. (2013, April). Narrowing the achievement gap: Consistency and intensity of structured activities during elementary school. Unpublished paper presented at the Society for Research in Child Development Biennial Meeting, Seattle, WA. Research brief retrieved from <http://www.expandinglearning.org/docs/The%20Achievement%20Gap%20is%20Real.pdf>

accounts for about two-thirds of the achievement gap in reading by the time students reach 9th grade.¹⁶ Over a decade of research and evaluation shows that *high-quality* summer learning programs can help mitigate the effects of summer learning loss, particularly for children and youth living in poverty, youth of color, and English language learners.¹⁷

CONSIDERATIONS

Studies have shown mixed results for ELOs in terms of academic outcomes, suggesting that both youth participation rates and quality implementation practices matter to success.¹⁸ It is important that programs are well run and have qualified, supportive staff members in place. It is also important that programming is targeted, age-appropriate, and culturally responsive. For ELO programs that are intentionally working to improve specific academic outcomes, partnership with school-day staff and alignment with school-day content are critical.

FOR MORE INFORMATION

- **Schools Out Washington** - <http://www.schoolsoutwashington.org/index.htm>
Washington's Afterschool and Youth Development intermediary agency conducts trainings on many topics for youth serving organizations that offer expanded learning opportunities and other high quality opportunities for youth.
- **National Institute on Out-of-School-Time (NIOST)** - <http://www.niost.org/>
NIOST is an action-oriented research organization dedicated to ensuring that children, youth, and families have access to high-quality out-of-school time experiences.
- **TASC: ExpandedED Schools** - <http://www.tascorp.org/>
TASC supports schools and youth development organizations in building a comprehensive system that opens the school for three hours after school without extending teacher time. This program also builds in connections between school day academics and afterschool learning opportunities.
- **The Expanded Learning and Afterschool Project** - <http://www.expandinglearning.org/>
The Project is a 50 state initiative harnessing the power of networks and leaders to help schools and communities leverage the time beyond school to accelerate student achievement. Their website serves as a clearinghouse for research and resources related to high-quality Expanded Learning Opportunities.

¹⁶ Alexander, K. L., Entwisle, D. R. & Steffel Olson, L. (2007). Lasting consequences of the summer learning gap, *American Sociological Review*. doi: 10.1177/000312240707200202

¹⁷ Harris, E., Rosenberg, H. & Wallace, A. (2012, April). Families expanded learning opportunities: Working together to support children's learning. Harvard Family Research Project and the National Conference of State Legislatures. ELO Research, Policy and Practice, Brief No.2.

¹⁸ Redd, Z., Boccanfuso, C., Walker, K., Princiotta, D., Knewstubb, D. & Moore, K. (2012). Expanding time for learning both inside and outside the classroom: A review of the evidence base. Child Trends. Retrieved from http://childtrends.org/wp-content/uploads/2013/03/Child_Trends-2012_08_16_RB_TimeForLearning.pdf

USING THE YOUTH PROGRAM DIRECTORY TO FIND OPPORTUNITIES FOR STUDENTS

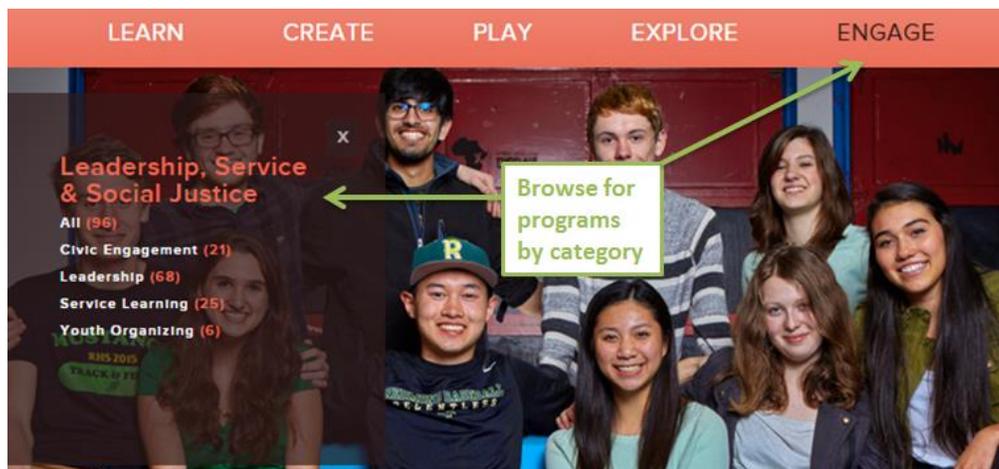


Launched in 2015, King County’s Youth Program Directory (YPD, located at <http://youthprogramdirectory.org>) is the most comprehensive resource available to find engaging and enriching opportunities for children and teens.

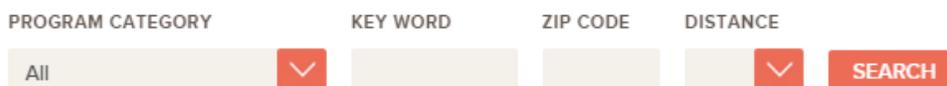
The programs listed in the YPD provide young people ages 5 to young adults with services like food, shelter, and case management and activities ranging from arts to STEM to leadership and more.

THREE WAYS TO FIND PROGRAMS IN THE YPD:

1. Use the interactive menus to see programs by content or focus area



2. Search by category, keyword, or location

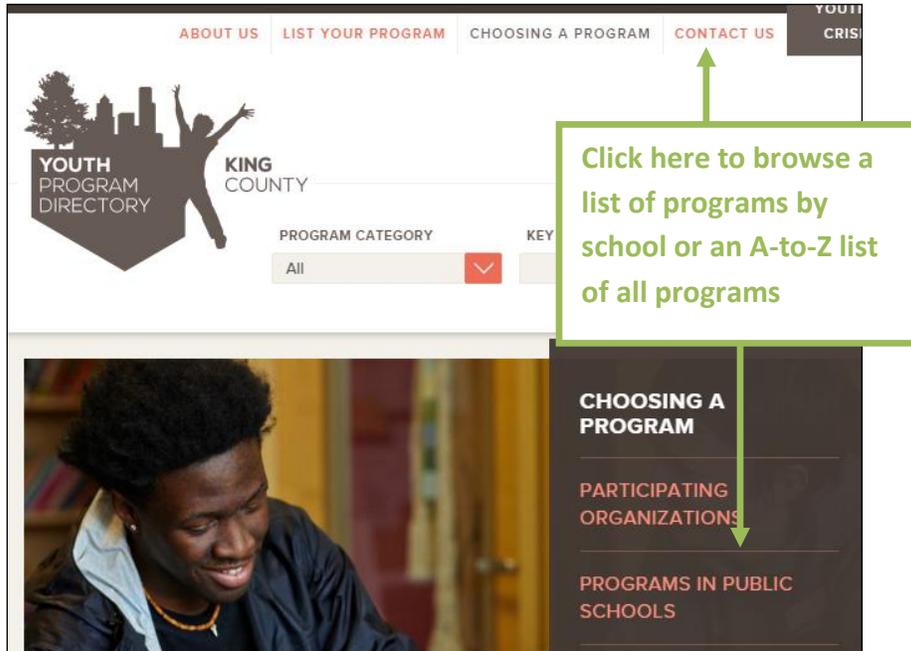


3. See programs on an interactive map

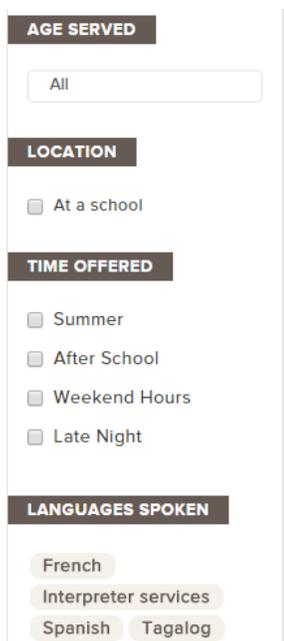


Are you a school or school district leader? Scroll to the bottom of the home screen to see programs operating in your school or district, or...

1. Select “Choosing a Program” on the top menu to see a list of programs by school.



Once you have generated a list of programs, you can narrow down your search using the “Refine your Results” feature on the left-hand side of your screen:



You can filter your search results to find:

- Programs that serve a particular age group (select the age in years of the child for whom you are seeking opportunities)
- Programs that are located at a school
- Programs that are offered in the summer, during the after-school hours, on weekends, or late at night
- Programs that have staff members or volunteers who speak a language other than English

SCHOOL PARTNER PROGRAMS AND SERVICES INVENTORY

Site coordinators can take inventory of existing programs and partners within their school using the grid below.

Programs and Services	Program Administrator (check agency type(s))				If not run by the school, list name(s) of partner(s)
	School or School District	Community-Based Organization	Local Public Agency	Other	
Supports for School-Age Children & Youth					
Academic Enrichment/Tutoring					
Art, Music and Cultural Programs					
Before- and/or After-School Program					
Community Service/Service Learning					
Family Life/Teen Parenting Programs					
Literacy					
Mentoring					
Recreation/ Sports					
School-Based Health Care					
Substance Abuse/Violence Prevention					
Other:					

Programs and Services	Program Administrator (check agency type(s))				If not run by the school, list name(s) of partner(s)
	School or School District	Community-Based Organization	Local Public Agency	Other	
Family and Community Supports					
Adult Education/GED/Literacy					
Parenting Education					
Health Education					
Health Care and/or Dental Services					
Early Care and Pre-K Education					
Job Training					
Substance Abuse Prevention					
Violence Prevention					
Mental Health Services					
Family Support					
Other:					

Adapted from a tool created by the Coalition for Community Schools at the Institute for Education Leadership (2015). Retrieved from http://www.communityschools.org/resources/needs_and_capacity_assessments.aspx

TIP SHEET: PREPARING FOR AN INITIAL MEETING WITH A POTENTIAL PARTNER

This checklist compiles tips and questions for both school sites and partner agencies to consider during the initial meeting(s). Take time to review the questions beforehand and come prepared to share your answers.

SHARED VISION AND LEADERSHIP

“We know where we are going and we share the responsibility through genuine collaboration.”

- Share with each other your vision and mission for your agency/school.
- Do they align/enhance/support each other?
- What type of partnership is the organization pursuing at the school? (Cooperative, Collaborative, or Integrated)

ALIGNED, RESPONSIVE IMPLEMENTATION

“We row in the same direction and continuously adjust to changing conditions.”

- Share with each other your goals and priorities for your school or your organization’s program/service. Be specific.
- What are the expected measurable outcomes of your organization’s event/program/service? How do they align with the school site’s goals and expected outcomes?
- What specific need or service gap will this partnership be meeting?
- What are the shared goals for this partnership?

SHARED ACCOUNTABILITY FOR SUCCESS

“We manage for impact and sustainability and keep each other accountable.”

- What specific program/service is the organization offering? What strategies do they use in implementing this event/program/service? Do they align with the school’s strategies?
- What are the costs of this program to the school and to the partner organization?
- What staff and resources does the organization bring? What direct or in-kind resources does the school provide to the partner?
- What does the partner organization need or expect from the school site? What does the school site need or expect from the partner organization? What are our roles and responsibilities with this potential partnership?
- How will the partner organization ensure that the services they provide are high quality and in alignment with the school’s goal and culture. In turn, what can the school site do to help with this goal?
- How and when will we know if this partnership is successful? How will we measure progress?

PARTNERSHIP PROPOSAL PLANNING WORKSHEET FOR PARTNERS

Identified student-level need(s):

Example: *Increase attendance rates of ELL students.*

Identified school-level need(s):

Example: *Shared professional development between CBO staff and school staff.*

Target population(s):

Strategies and resources we have to address the needs of this specific population:

Resources the school would need to commit to the partnership:

Ways we can work with school staff in order to integrate school-day activities with our program:

How we intend to measure progress:

CURRENT SCHOOL – COMMUNITY-BASED ORGANIZATION PARTNERSHIPS

	School	CBO
Name:		
Contact:		
Phone:		
Email:		

SHARED OUTCOMES (STUDENT LEVEL):

Ex: Increase attendance rates of ELL students.

1. _____
2. _____
3. _____

SHARED OUTCOMES (SCHOOL LEVEL):

Ex: Shared professional development between CBO staff and school staff.

1. _____
2. _____
3. _____

STRATEGIES FOR IDENTIFYING/RECRUITING STUDENTS:

1. _____
2. _____
3. _____

STRATEGIES FOR MEASURING PROGRESS:

1. _____
2. _____
3. _____

TIP SHEET: DEVELOPING A MEMORANDUM OF UNDERSTANDING (MOU)

Documenting your agreements and commitments are important steps not only at the onset of your partnership, but throughout the partnership relationship. Creating a memorandum of understanding is a way to track your agreements, formalize your partnership, and hold others accountable during the process. Be sure to take notes during meetings, document each partner's roles and responsibilities, and update your written agreement as needed.

WHAT IS A MEMORANDUM OF UNDERSTANDING?

A memorandum of understanding (MOU or MoU) is a formal agreement between two or more parties. Organizations use MOUs to establish official partnerships. MOUs are not legally binding but they imply mutual obligation, and are preferable to informal agreements. Often, MOUs are the first steps towards a legal contract. In US law, a memorandum of understanding is synonymous with a letter of intent (LOI), which is a non-binding written agreement that implies that a binding contract is to follow.ⁱ

As you move forward with formalizing your partnership with a school and/or partner organization, develop an MOU to cover the following:

- The vision, goals, and expectations of the partnership
- An outline of current services, staffing, and schedules
- An outline of the roles, responsibilities, and communication protocols between the school site and the partner agency.

CHECKLIST FOR DEVELOPING YOUR MEMORANDUM OF UNDERSTANDING

Directions: The following checklist can help you craft an MOU for your partnership. Listing who will be responsible for what can help you avoid misunderstandings and ensure continuity if there is turnover in either organization. Make sure that the signers of the MOU have the authority to commit the time or resources of each entity.

An MOU should include the following:

CAPTION: The caption should describe who is entering to the agreement. This is usually centered on the MOU. Below the caption you repeat what parties are entering into the agreement and a very short explanation of what is being provided.

Example: MEMORANDUM OF UNDERSTANDING

BETWEEN

[Insert school]

AND

[Insert Partner Organization]

This Memorandum of Understanding ("MOU") is entered into between XYZ School ("School") and ABC Partner ("Provider") to provide tutoring services to school students.

☐ SCOPE OF SERVICES: This is where you explain in detail the responsibilities of the partner organization and the responsibilities of the school and/or district. This section should cover:

- The vision, goals, and learning objectives of the program or service being provided.

Example: For the 2015-16 school year the shared goals, priorities and objectives (e.g. outcomes, strategies, utilization, focus populations, etc.) for this partnership are:

- 1) Provide a life skills class during advisory to all 10th grade students to decrease school drop-out rate and increase student self-efficacy.
- 2) Conduct 5 workshops for families, with minimum attendance of 20 parents/guardians, in order to increase family engagement and awareness around college readiness

- What each entity's roles and responsibilities are. This may include staffing, space, supplies, participant recruitment, etc.

Example: A. Partner Organization will provide:

1. A skilled facilitator to teach the life skills program.
2. Provide supplies, etc.

B. School will provide:

1. Communication to 9th grade teachers about program.
2. Classroom space for the program.

☐ OTHER COMMITMENTS: If both entities have discussed any communication mechanisms, governance structures, conflict resolution measures, data-sharing agreements, evaluation, reporting, or any other specifics of the partnership, don't forget to list them in your MOU.

☐ DURATION: Add when the partnership starts and when the partnership will end.

☐ AUTHORIZATION: Lastly, have both parties sign and date the MOU. The signing of this MOU implies that the signatories will strive to reach the objectives stated in the MOU, to the best of their ability.

SAMPLE MOUS

Below are several samples to help guide you in developing your MOU:

- Coalition for Community Schools at the Institute for Educational Leadership lists samples of MOUs on their resource page: http://www.communityschools.org/resources/default.aspx?F_Category=&F_LeadershipRole=&F_Title=Memorandum&F_Keywords=33&F_ToDate=&F_FromDate=&F_Organization=&F_ResultType=
- Seattle School District is currently working on updating their MOU template. You can access the most up to date one here: <http://www.seattleschools.org/cms/One.aspx?portalId=627&pageId=912641>
- Oakland Unified School District has a sample Letter of Agreement on their tools page at <http://www.ousd.org/Page/11101>.

ⁱ Retrieved from <http://whatis.techtarget.com/definition/memorandum-of-understanding-MOU-or-MoU>.